



# Modelling 30 hour delivery in schools in Bradford

# Aims

- Provide schools with the latest information on the policy and the delivery model for 30 hours.
- Examine current models of delivery and establish a shared understanding of the opportunities and challenges of the policy for schools.
- Consider the various delivery model options for schools.
- Examine the practical considerations of delivering increased flexibility and extended days in schools.
- Support schools to identify workable models which work for their nursery and their families.

# Agenda

- Welcome, aim and introductions
- Setting the scene – where are we now?
- Planning for success
- Understanding the local market in which you work
- Understanding the needs of families
- Governance and the legislative frame work
- Delivery models
- Practical considerations and day to day organisation
- Partnership working
- Next steps and action planning
- Summary, evaluation and close

# Where are we now?



# Where are we now ?

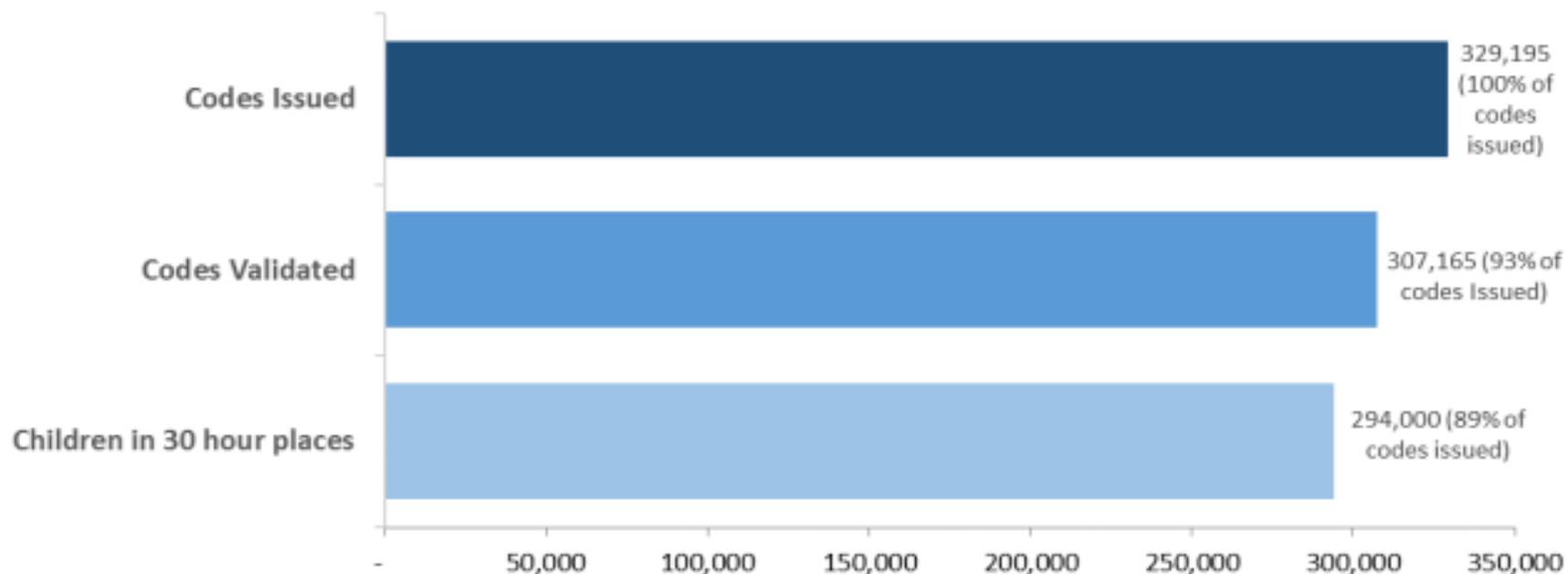
- For the autumn term 2017:
  - A total of 224,885 30 hours eligibility codes were issued
  - An estimated 202,783 children benefited from a 30-hour place
- The total number of children in a 30 hours place is equal to 90% of the eligibility codes issued to parents for the autumn term.

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/673119/30-hours\\_childcare\\_management\\_information\\_stats-Jan\\_2018.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/673119/30-hours_childcare_management_information_stats-Jan_2018.pdf)



# Where are we now?

**Figure A: Comparison of children in a 30 hours place with eligibility codes issued and validated**



# Where are we now?

- Tax free childcare has been extended to include parents whose youngest child is under nine years of age and will open to all remaining eligible families with children under the age of 12, or under 17 for disabled children, on 14 February 2018
- The Department for Education published 'Unlocking Talent, Fulfilling Potential: a plan for improving social mobility through education' - A new social mobility action plan, with continued reference to least advantaged two-year-olds.

Available at:

[www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/667690/Social\\_Mobility\\_Action\\_Plan\\_-\\_for\\_printing.pdf](http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/667690/Social_Mobility_Action_Plan_-_for_printing.pdf)



# Planning for success

- 1 Understand your business – you are a business
- 2 Understand the local market in which you work
- 3 Understand the needs of families
- 4 Understanding your finances
- 5 Managing and monitoring your money
- 6 Consider the options available to you
- 7 Use your market research to create a business plan/action plan
- 8 Implement your plan
- 9 Communicate and promote the entitlement to families
- 10 Review and monitor your plan

# Understanding the local market in which you work

- What childcare providers are there in your area?
- What do they offer families?
- What flexibility choices can families get from other providers?
- What do they charge?

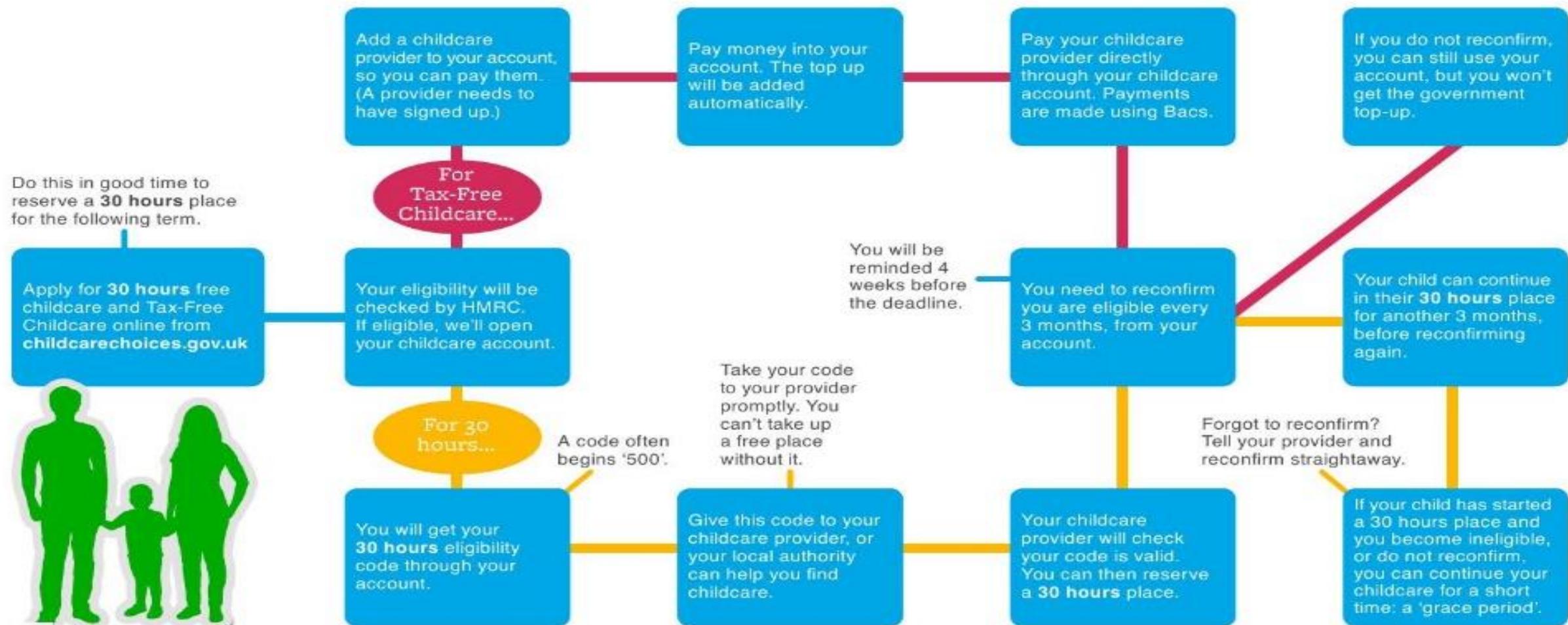
# Understanding the needs of families

- Understand the eligibility criteria

# Eligibility

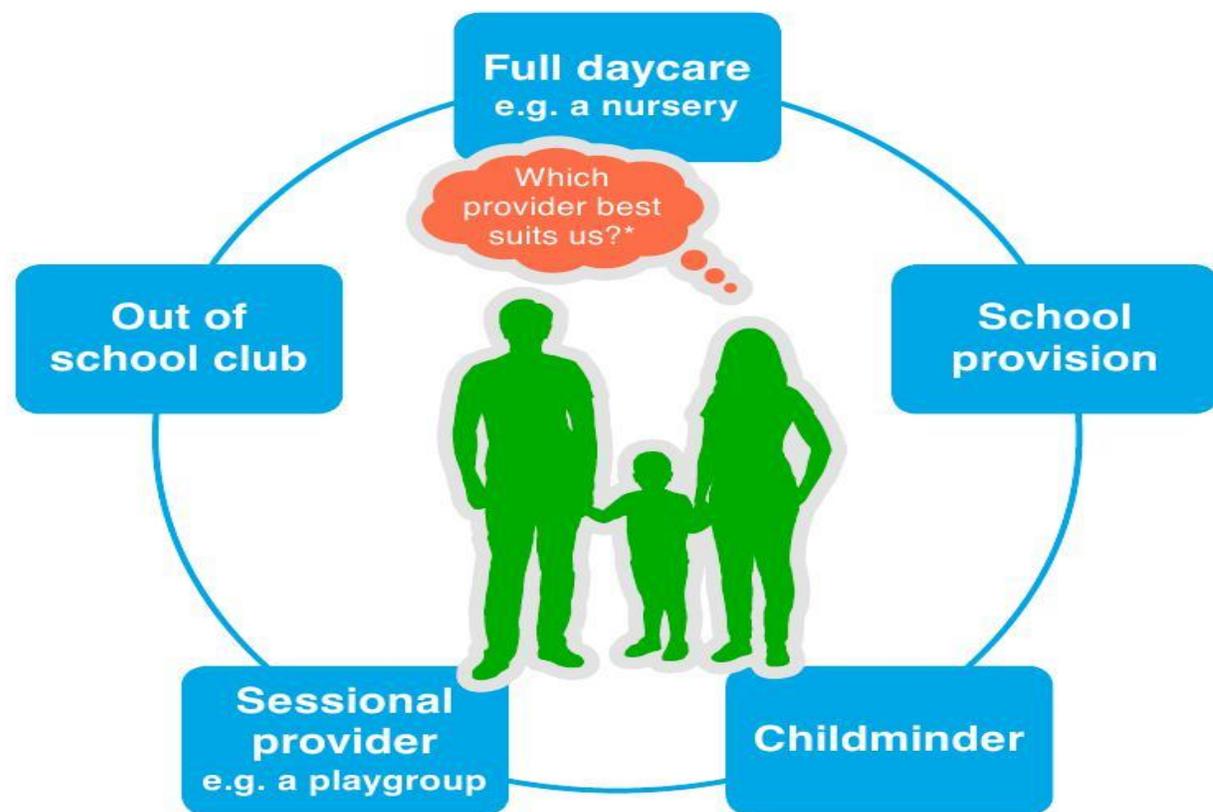
- Parents (whether two-parent family or lone parent) are working and earning less than £100K each
- Earning the equivalent of 16 hours a week at the National Minimum Wage or National Living Wage
- Includes zero-hours contracts and self-employed
- One/both parent/s is away on leave (parental, maternal etc.) or One/both parent/s is on Statutory sick pay
- One parent is employed and the other parent has either: substantial caring responsibilities/and or disability; is a foster carer with their own three- and four-year-old children

# Your new childcare account



Check your childcare options at [childcarechoices.gov.uk](http://childcarechoices.gov.uk)

# Tips on using my 30 hours free childcare



\*You can only take up 30 hours at an approved provider, this means they need to be a school, registered by Ofsted or a Childminding Agency.

Different childcare arrangements work for different families. When deciding, you might want to consider the following:

- You can take up your 30 hours between 6am-8pm, but no session can be more than 10 hours.
- You don't have to use all 30 hours, just those that meet your needs.
- Providers have a choice whether to offer the hours, some may not offer the full 30 hours.
- You can split your hours between providers.
- Splitting is limited to a maximum of two sites per day. Remember to get your 30 hours code checked by all the providers you use.
- 30 hours is available for 38 weeks of the year (just like the existing 15 hours scheme). Some providers will allow you to 'stretch' your 30 hours entitlement over 52 weeks of the year meaning fewer hours per week (e.g. you could take 22 hours a week for 52 weeks).

Speak to your provider about whether they offer 30 hours or contact your local authority for further information about accessing the right childcare for you.

# Understanding the needs of families

- Think about the arrangements working parents who currently use your service make
- Conduct market research

# Families may want many different things so the entitlement may not be 30 hours a week...

- 1,140 hours a year
- 30 hours over 38 weeks
- 24 hours over 47.5 weeks
- 22.35 hours over 51 weeks
- 15 hours or more as part of linked provision
- Other models

# Delivery models which work for families and your school

Choices you have...

- Do nothing
- Increase your capacity
- Increase flexibility
- Deliver some places
- Partnership working and collaboration

# The legislative frameworks

- Governance options
- Ratios and EYFS considerations

# Governance

Maintained schools:

- Direct delivery as pupil of the school
- Section 27 Community powers as non-pupil of the school
- Commissioner on or off site
- Partnership arrangement on or off site

# Governance – independent schools

Academies are able to set up nursery provision in the following ways:

- Direct provision, as a charitable activity within the Academy's objects
- A wholly-owned subsidiary of the Academy Trust - either as a charitable activity within the Academy Trust's objects, or as a trading activity for profit (again the powers of the charitable trust as they exist in the trust's articles are sufficient for this purpose); or
- Contracting out to an independent provider (which may or may not be a charity; and in which a Trustee/Governor may have an interest).

# Staffing and ratios in maintained nursery schools and classes

3.37. For children aged three and over in maintained nursery schools and nursery classes in maintained schools:

- There must be at least one member of staff for every 13 children
- At least one member of staff must be a school teacher as defined by section 122 of the Education Act 2002; and at least one other member of staff must hold a full and relevant level 3 qualification.

# Staffing and ratios in governor run provision under Section 27 Community Powers

Where schools have provision run by the governing body (under section 27 of the Education Act 2002) for three- and four-year-olds who are not pupils of the school, they can apply: a 1:13 ratio where a person with a suitable level 6 qualification is working directly with the children (as in paragraph 3.33); or a 1:8 ratio where a person with a suitable level 6 qualification is not working directly with children but at least one member of staff present holds a level 3 qualification (as in paragraph 3.34)

Footnote 39 Early Years Statutory Framework, March 2017



# Staffing and ratios in independent schools

3.35. For children aged three and over in independent schools (including in nursery classes in free schools and academies), where a person with Qualified Teacher Status, Early Years Professional Status, Early Years Teacher Status or another suitable level 6 qualification, an instructor, or another suitably qualified overseas trained teacher, is working directly with the children

- For classes where the majority of children will reach the age of five or older within the school year, there must be at least one member of staff for every 30 children
- For all other classes there must be at least one member of staff for every 13 children
- At least one other member of staff must hold a full and relevant level 3 qualification



# Staffing and ratios in independent schools

3.36. For children aged three and over in independent schools (including in nursery classes in academies), where there is no person with any suitable level 6 qualification working directly with the children:

- There must be at least one member of staff for every eight children
- At least one member of staff must hold a full and relevant level 3 qualification
- At least half of all other staff must hold a full and relevant level 2 qualification

# Lunchtime

We expect the teacher (or equivalent) to be working with children for the vast majority of the time. Where they need to be absent for short periods of time, the provider will need to ensure that quality and safety is maintained.

Footnote 36 Early Years Foundation Stage, March 2017



# Wraparound care in maintained nursery schools and classes

Where children in nursery classes attend school for longer than the school day or in the school holidays, in provision run directly by the governing body or the proprietor, with no teacher present, a ratio of one member of staff to every eight children can be applied if at least one member of staff holds a full and relevant level 3 qualification, and at least half of all other staff hold a full and relevant level 2 qualification.

Early Years Statutory Framework, March 2017



# Wraparound care

Schools must deliver the early years foundation stage (EYFS) for children aged from birth until the 31 August following their fifth birthday. This includes all care provision outside of the school day (wrap-around care)

Ofsted, Registering school-based provision February 2017, No. 080291



# Learning and development wraparound care

Providers offering care exclusively before and after school or during the school holidays for children who normally attend Reception (or older) class during the school day (see paragraph 3.40) do not need to meet the learning and development requirements. However, providers offering care **exclusively** before and after school or during the school holidays for children younger than those in the Reception class age range, should continue to be guided by, but do not have to meet, the learning and development requirements. All such providers should discuss with parents and/or carers (and other practitioners/providers as appropriate, including school staff/teachers) the support they intend to offer.

# Some modelling being implemented in schools...

- Using unused space
- Reconfiguring space to maximise intakes

# Some 30-hour places...

am	3	3	3	3	3
pm	3	3	3	3	3

	3	3	3	3	3
	3	3	3	3	3

8.45 -9.00	Paid for hours				
am	3	3	3	3	3
pm	3	3	3	3	3
3.00 – 3.30	Paid for hours				

# Increased flexibility and longer days...

8.00-9.00	1 hour paid breakfast club				
9.00-3.00	6	6	3	6	6
			3		
3.00 – 6.00	3 hours paid afterschool care				

**Paid for hours x 38 weeks**

**30 hours funded childcare x 38 weeks**

**Paid for hours x 38 weeks**

Place	Mon	Tues	Weds	Thurs	Fri
One	[Blue]			[Orange]	[Yellow]
Two	[Orange]		[Yellow]		
Three	[Green]	[Orange]		[Green]	
5 children x 30 hour children					

# Stretching beyond term time...



# Practical considerations and day to day organisation

- Staffing deployment and contracts to support increased flexibility and high quality early education
- Managing admissions, routines, lunchtimes, and transitions to ensure high quality early education
- Curriculum and planning, cohorts, key-person and attachment.
- Environments and spaces that work flexibly
- Funding, finance managing admissions and sustainability

# Place planning, funding and sustainability

# Operational Guidance - funding

- Government funding is intended to deliver 15 or 30 hours a week of high quality, flexible childcare.
- DfE states funding is not intended to cover the costs of meals, other consumables, additional hours or additional activities.
- DfE states that parents can therefore be asked to pay for such services offered by the provider alongside their free entitlement.
- Where parents choose to purchase additional services, this is a private matter between the provider and the parent.
- However, providers must offer alternative options for parents.

# Understanding your finances

<b>Step 1</b>	Calculate your current <b>annual costs</b>		A
<b>Step 2</b>	Calculate the <b>number of weeks</b> the nursery is <b>open</b>		B
<b>Step 3</b>	Divide figure A by figure B to give the <b>Weekly costs</b>		C
<b>Step 4</b>	Multiply the <b>Sessions per week</b> (e.g. 5) your nursery business offers by the <b>number of places available each session</b> (e.g. 32) this gives the total <b>number of places per week</b>		D
<b>Step 5</b>	Divide figure C by figure D to give the <b>Breakeven fee per session</b> assuming full occupancy at each session		
<b>Step 6</b>	Calculate breakeven hourly rate		

<b>Calculate the fees assuming 75% occupancy</b>			
<b>Step 1</b>	Multiply the figure D by 75%		E
<b>Step 2</b>	Divide figure C by figure E to give the <b>Breakeven fee per session</b> assuming 75% occupancy rate at each session		F
<b>Step 3</b>	Calculate breakeven hourly rate		

# Place planning, funding and sustainability

# Admissions - managing parental expectations

- Clear and accessible admissions information for parents which set out the number of standalone 15 and 30 hours places offered.
- Make it clear - which hours/sessions can be taken as funded provision.
- Publish a statement of how the entitlement is delivered and any additional charges for optional activities outside of the entitlement.
- A separate agreement for any additional hours or activities
- Clear invoicing structures in place

# Increasing capacity and flexibility through partnership and collaborative working

There are many reasons why providers have chosen to work in partnership to deliver 30-hour places.

- Some have done it as a response to parental demand for patterns of delivery that they cannot – or do not want to provide.
- Some wanted to build a local network of contacts to help them improve their offer to parents.
- Others have wanted to create new opportunities by joining up with local providers to create a joint offer that is appealing to parents.

# Partnership working and collaboration

Examples where schools are:

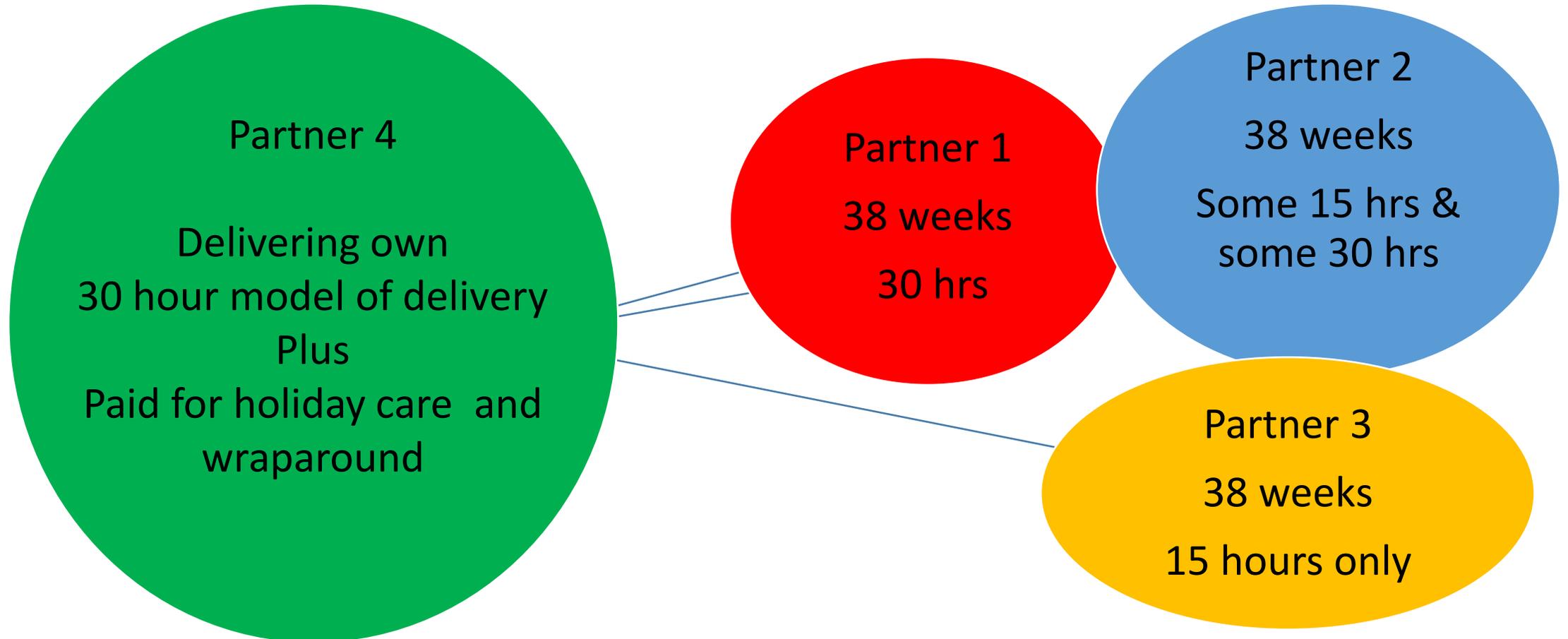
- Working with PVI partners and childminders to provide the additional 15 hours around the core school offer (and more if needed)
- Working creatively with other schools to find a joint solution
- Working creatively with other schools to create attractive business opportunities for partners to deliver

# A collaborative approach...

9.00 – 12.00	15 hours funded with a partner one for 38 weeks
12.00 – 3.00	15 hours funded with partner two for 38 weeks

9.00  3.00	15 hours funded with partner one	15 hours funded with partner two
------------------	----------------------------------	----------------------------------

# Partnership working to create childcare solutions that work for families and providers across localities



# Next steps

- Work out the finances
- Use your market research to create a business plan/action plan
- Implement your plan
- Communicate and promote the entitlement to families
- Review and monitor your plan

# Action planning – tools, resources and support

- Getting Ready Guide – <http://childcareworks.co.uk/>
- DfE/FCT schools toolkit <http://www.familyandchildcaretrust.org/free-toolkit-delivering-extended-early-education-hours-school-nurseries>
- DfE/FCT Mixed model partnership tool kit – <http://www.familyandchildcaretrust.org/resources>
- Childcare Hubs – <http://www.foundationyears.org.uk/hubs/>
- Visit [www.foundationyears.org.uk](http://www.foundationyears.org.uk) for LED schedules, and information
- Action for children partnership toolkits <https://www.foundationyears.org.uk/2017/12/partnership-working-toolkit/>
- 30 hour mixed model partnership tool kit <https://www.familyandchildcaretrust.org/dfes-30-hour-mixed-model-partnership-toolkit>

■